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ABSTRACT

Recommendations for marketing policies, goals, objectives, and activities are presented in this report as proposed by Brookdale Community College's (BCC's) marketing committee. First, introductory material clarifies the marketing orientation and philosophical platform of the college. Next, the recommendations are presented in four categories: (1) policies to establish BCC's long-range marketing stance and degree of commitment, including adopting the marketing concept, striving to become a responsive organization, making a commitment to integrated marketing, and adopting a balanced marketing position; (2) goals to provide a 3- to 5-year focus for marketing planning, which include increasing public involvement, associating BCC with excellence, becoming a positive economic force, and strengthening involvement with business and industry; (3) objectives to set priorities for the next 2 years, including revitalizing communications, supporting enrollments in credit courses and programs, and increasing participation in community services and cultural programs; and (4) specific activities to be undertaken within 1 year in support of the objectives, including the creation of a marketing control board. The bulk of the report consists of appendices providing a background to marketing at BCC; an outline of the systematic marketing audit; an overview of BCC's publics and markets; a list of its programs and services; a situation analysis; and a list of past, current, and future marketing activities. (HB)

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REPORT OF THE 1982 MARKETING COMMITTEE

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BROOKDALE COMMUNITY COLLEGE

Lincroft, New Jersey

October 14, 1982

JC 820 564

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INTRODUCTION

"The aim of marketing is to know and understand the customer so well that...the service fits him and sells itself," says Peter Drucker.

It is in this context that the Committee approached the project of developing a marketing plan for Brookdale. We do not see it as a narrow focus on strategies for recruiting students, publicizing courses and promoting programs.

For direction we borrowed heavily from Philip Kotler in his comprehensive texts, Marketing Management and Marketing for Non-Profit Organizations. As we attempted to apply Kotler's prescriptions to our problems it became very apparent that we have a great need at Brookdale for more complete and detailed information on the markets we are committed to serve. Hence, many of the recommendations are aimed at providing valid information as a basis for future planning.

This concept of marketing is in perfect phase with Brookdale's philosophical commitment to be responsive to the needs of our community. But effective marketing requires more than an attitude of responsiveness... it calls for a systematic and objective technology for guiding the responses. Kotler argues that the critical issue is not one of whether or not to become involved in marketing, but rather, how thoughtful and orderly the process should be. We believe it should be highly reasoned and based on as much good information as we can afford to gather.

The marketing of Brookdale must be a continuing process in which all facets of the College have a part. Hopefully, the Committee's report is a beginning.

RECOMMENDATIONS

RELATION TO PHILOSOPHICAL PLATFORM

Five of the nine operating principles subscribed to by the College as part of the Revised Philosophical Platform adopted by the Board of Trustees in August 1982 have a direct bearing on the marketing of Brookdale. . .

. . . Accessibility
. . . Flexibility
. . . Public Communication
. . . Systematic Evaluation
. . . Shared Responsibility

The recommendations that follow support these principles and, in practice, will foster a close adherance to them.

MARKETING RECOMMENDATIONS

The Committee's recommendations fall into four categories from the broader and longer-ranged to the more specific and immediate:

I. POLICIES . . . establish Brookdale's long range marketing stance and degree of commitment.

II. GOALS . . . provide a focus for the market planning function three to five years ahead.

III. OBJECTIVES . . . set priorities for a two-year period (in this case through June 1984).

IV. ACTIVITIES . . . specific things the College should do between now and June 1983.

The Committee recommends that these four categories and definitions be adopted as the operating format for Brookdale market planning and that they be reviewed on the following schedule: Policies, on change in the Philosophical Platform; Goals, every two year; Objectives and Activities, annually.

I. POLICIES

It is the belief of the Committee that Brookdale must become more "market oriented" if it is to meet the aspirations of the Philosophical Platform related to service to the Monmouth County community. In order to become more market oriented, the Committee recommends that the College . . .

1. Adopt the Marketing Concept. This requires that the institution submit to a management discipline more related to the consumer of the product and less to the producer of the product . . . looking outward rather than inward for direction.

   The essence of marketing is to offer a product that closely matches a perceived need of a substantial number of people at a time and place convenient to them at a price they consider to be a good bargain. Note that all five elements of marketing are concerned with the ultimate consumer of the product from his perspective. The elements are present in every marketing situation and the conscious manipulation of the weights of each element is what produced the "marketing mix" for the product and results in its success or failure. Adoption of the Marketing Concept will force Brookdale to recognize consumer interests in shaping its program offerings.

   Here, and throughout this document, the Committee uses the term "consumer" to include, not only students, but employers and other members of the community whose support is vital to the operation of the College.

2. Strive to become a Highly Responsive Organization. Philip Kotler in "Marketing for Non-Profit Organizations" identifies four levels of organizational responsiveness . . . unresponsive, casually responsive, highly responsive, and fully responsive. The Committee believes that Brookdale currently best fits Kotler's "casually responsive" description and should work to fit his next higher level of responsiveness. The "highly responsive" organization . . .

> . . . shows a keen interest in learning about the needs, perceptions, preferences, and satisfaction of its constituents and relies on systematic information collection procedures such as formal opinion surveys and consumer panels.
>
> . . . encourages its constituents to submit inquiries, complaints, suggestions, and opinions and creates formal systems to facilitate this, such as suggestion boxes, comment cards, ombudsmen, and consumer committees.
>
> . . . sifts the incoming information and takes positive steps where called for to adjust products, services, organizational policies and procedures.

3. Make a Total Commitment to Integrated Marketing. This requires that every department of the College become fully oriented to the satisfaction of the needs of students and prospective students. There must be a recognition of the fact that the actions and omissions of the various support departments, as well as those related to enrollments and delivery of education, have a profound effect on our ability to generate, satisfy, and retain students and to maintain the support of our broader constituency. We must do a systematic and continuing examination of the customer impact of every department and correct everything that has a tendency to push people away rather than draw them to us.

4. Adopt a Balanced Marketing Style. Marketing style should be compatible with the College's self-image and the image it wishes to project in the community. The Committee's judgment is that Brookdale should fall somewhere between the "passive" (build-a-better-mousetrap) style so often associated with educational institutions and professional organizations and the "aggressive" style most frequently adopted by the mass marketer who must keep sales volume in step with the production line to prevent inventory build-up.

II. GOALS

Marketing goals should dictate how the College will behave or perform in relation to its various publics and should provide the basis for the way the College hopes to present itself through marketing efforts. The Committee recommends that the College adopt five goals against which marketing efforts will be focussed through 1987:

1. Increase Positive Public Involvement with Brookdale. This can be done by more aggressively marketing the College, by taking steps to reinforce the concepts of "openness" and "access" and by promoting the College's offerings on a continuous and highly visible basis.
2. Position the College as a Leader. This can be done by meeting needs unmet by other sectors of higher education and other community service agencies.

3. Associate Brookdale with "Excellence." This can be done through participation in activities that will enhance the quality of the educational program and be seen by the general public as representing superior educational standards.

4. Be Recognized as a Positive Economic Force. This can be done in the community by making specific efforts to assure that the College's principal activities and programs can readily translate into enhancement of the local economy or its protection from erosion.

5. Strengthen Brookdale's Involvement with Business and Industry. This can be done by developing closer liaison with upper levels of management of larger companies and the proprietors of small ones.

III. OBJECTIVES

For the period from the fall of 1982 through the 1983-84 academic year, the Committee recommends the following marketing objectives:

1. Organize for and start to Implement the Marketing Concept at Brookdale. This will involve as a minimum . . .

   . . . agreement on a marketing process and the necessary procedures to make it work effectively.

   . . . completion of sufficient valid research to provide a factual and reliable basis for future market planning.

   . . . initial identification of markets of opportunity and of products and programs that appear to be headed for trouble.

2. Revitalize the Communications Function.

. . . maintain the levels of awareness and identification of Brookdale and raise the level of goodwill toward the College among all segments of the Monmouth County community.

. . . improve understanding of the role of community colleges generally and Brookdale in particular among selected audiences, including: management of larger local businesses, officials of public and quasi-public agencies, political leaders, community leaders, the local educational community, and management and key staffers of mass media.

. . . establish consistent, two-way communications with the several levels of the county business community from the very large to the grass-roots proprietorships.

. . . evaluate all media serving Monmouth County to establish a logic for assignment of weight of use for both publicity and promotion.

. . . evaluate all channels of communication currently used by the College.

3. Support Enrollment in Credit Courses and Programs. This can be done by persuading potential first-time students to make contact with the College; by fostering pride in Brookdale among present students as one factor in encouraging them to continue their studies; and by prompting former students to consider returning to Brookdale to complete their programs or to otherwise develop their abilities.

4. Promote Broader Base Participation in Community Services and Cultural Programs. This can be done while continuing to support repeat sales to present customers. The Committee believes that these activities provide the best method of introducing people to the College and every effort should be made to extend their reach.

IV. ACTIVITIES

The Committee recommends that the Marketing Objectives be supported by the following activities to take place over the period of the next nine months.

In Support of Objective No. 1 . . . Implement the Marketing Concept

. . . Establish a workable marketing process and orient those staff people who will be key to making it work.

. . . Install procedures that will enable the College to coordinate all marketing activities to assure that a focus on agreed upon priorities is maintained.

. . . Centralize the coordination of marketing activities with a single administrator and define his/her role.

. . . Set up a Marketing Control Board empowered to make recommendations to the Marketing Coordinator and to assist in resolving conflicts and minimizing duplication. Members of this board should include the Dean of Student Development, Director of Academic Support Services, Coordinator of Public Information and Publications, Research and Development Officer, Associate Dean of Community and Public Service, and Director of Extension Services. Consideration should be given to other staff and faculty representation.

In Support of Objective No. 2 . . . Revitalize Communications

. . . Perform a complete audit of College communications to identify gaps and duplications in our efforts to reach our various publics (see list in appendix) and to assess the cost-effectiveness of the principal techniques now being employed.

. . . Conduct a study of mass media available to reach our publics so future planning can be based on a factual evaluation of the coverage and cost efficiency of the media circulating in Monmouth County.

. . . Research public attitudes toward Brookdale to provide a current and objective measurement of levels of knowledge of the College and its services and opinions held by various socio-economic groups and key publics. The study will enable us to determine how the College is perceived by its constituents and will provide a base from which to measure future progress in modification of those perceptions.

In Support of Objective No. 3 . . . Support Credit Course Enrollment

. . . Conduct an assessment of the future job market in sufficient detail to provide a basis for at least five-year projections of skills that will be needed to meet the needs of employers in Monmouth County and surrounding areas within commuting radius.

. . . Identify programs and courses with weak enrollment trends and initiate statistical analyses and research to isolate problems and guide solutions.

. . . Do a comprehensive market segmentation study to identify by numerous socio-economic descriptors those segments of the County population who make up the markets for our principal products and measure our strengths and weaknesses in serving them.

. . . Identify markets of opportunity through statistical analysis of demographic data coupled with the findings of the job market assessment and the segmentation study to provide direction for new product development and revision or repositioning of existing products.

. . . Prepare detailed promotion plans through 1984 based on preliminary findings of above four projects coupled with assumptions agreed upon with the Marketing Control Board.

In Support of Objective No. 4 . . . Promote Community Services and Cultural Programs

. . . Identify markets of opportunity through the same process as that applied to credit course enrollment. The segmentation study will be designed to produce information that will be equally valid for credit, non credit, and cultural events marketing.

. . . Conduct research projects among current users of our non-credit and cultural offerings to learn more about them, their use patterns, motivations, and satisfactions.

. . . Experiment with new promotional techniques and channels for communicating news of non-credit, and cultural offerings to reach a broader market efficiently.

. . . Prepare detailed promotion plans through 1984. As in the credit courses section above, these plans are to be based on preliminary research findings and agreed upon assumptions.

APPENDICES

A -- Background

B -- Systematic Marketing Audit

C -- Brookdale's "Publics"

D -- Brookdale's "Markets"

E -- Product Lines

F -- Situation Analysis

G -- Marketing Credit Courses and Programs

H -- Plan for Joint Study Project with PIC: "Employer Expectations of Education and Job Training in Monmouth County"

I -- A Marketing Process for Brookdale

J -- Time Table for Implementation

K -- The 1982 Marketing Committee

BACKGROUND

To develop an effective plan for marketing Brookdale, it is important that the past be reviewed as background for the assessment of the current situation. The College's history, traced in terms of public relations and marketing impact, have a bearing on decisions regarding the future.

The College attracted considerable public attention even before it became a reality. Public debate as to need for a community college in Monmouth County, the nature of its programs, location of the campus, possible impact on Monmouth College and even the make-up of the founding Board of Trustees preceded the birth of the institution.

Some of the disagreements were quite bitter, but the numbers of people who may have harbored negative feelings toward the new College were not large and once the College was underway, its controversial aspects no longer attracted media attention. With few exceptions, most community leaders became caught up in the "new idea" in educational services for the people of Monmouth County.

A benefit of the public hearings was that they offered a platform to the thoughtful and vocal people of the community to express the needs that they hoped would be met by the College. However informal this input may have been, coupled with the Community Needs Survey conducted by General Learning Corporation and the later work of the Citizens' Advisory Committee, it provided direction for development of the College's initial products.

The news coverage of the planning of the College, the conversion of the handsome horse barns, the hiring of faculty and staff all helped build awareness of Brookdale and an eagerness to enroll among those in the "ready market" for a college education. The founding President, Ervin Harlacher, was a dynamic spokesman and enthusiastic salesman for Brookdale with high visibility in the community.

Once the basic direction for the College was set, from a public relations standpoint it would have been difficult to do anything really wrong during this era. The media were enthusiastic for the College and, in their own minds, shared credit for its establishment. Their enthusiasm mirrored the spirit within the College and the strong political support the venture enjoyed. "New" makes news, and there was something new coming out of Brookdale almost every day of those start-up years.

Through the early 1970's enrollment growth kept pace with completion of campus facilities and backlogs of students awaiting space were not uncommon. By the fall of 1973, Brookdale's headcount had grown to 6500 students.

However, 1973-74 saw the first indications of possible softening of the College's enrollment, identified only as a slowdown in rate of growth measured in FTES. This tapering-off of tuition revenues coupled with erosion of state funding led to substantially increased dependence on the County to close the budget gap. It seemed time for a public opinion study to determine how the College was faring in the minds of its constituents.

A telephone survey of a random sample of a thousand male and female Monmouth County household heads was conducted in the fall of 1974. The study established benchmark measurements of opinion on a number of key points against which to measure future progress and to provide direction for marketing and communications planning. Some of the highlight findings are listed below;

> Awareness of Brookdale was at about 90%. About half of those who could identify Brookdale rated the College as "good" academically...about on a par with Monmouth College and not too different from Rutgers and the state colleges.

Very few people had had any direct personal experience with the College by 1974...only 14 out of the 1000 interviewed had experienced credit courses.

Only about 5% were enrolled in any college at the time of interview and another 18% expressed the intention of enrolling in college sometime in the future. Translated into market potential, this projected to about 6000 people in the County who, at that time, hoped to enroll in the college within the year...the "ready market."

Conversely, about three quarters of all adults were not then enrolled in college nor had any tentative plans to to so.

At the time of the study, Brookdale's enrollment was equally divided male and female and about 60% part-time. The study revealed that almost one and a half times as many women as men expressed an interest in going to college. The study also clearly identified a substantially higher interest in college among 25-44 and 45-60 age groups. This provided an early identification of factors that led to today's student mix favoring older students, women and part-timers.

The 1975-1978 period was characterized by four factors that impacted the College in both public relations and marketing areas:

Protracted contract negotiations and a strike of the support staff generated media coverage that could not have been beneficial to the College...though no public opinion polls were taken to assess whatever damage there may have been.

The acceleration of inflation affected not only the costs of operating the College, but aggravated the difficulties of contract negotiations.

State funding of the College lagged well below the levels apparently intended by the enabling legislation of ten years before. For Brookdale, this problem was exacerbated by the state's policy decision to reduce the funding of non-credit FTES.

California's Proposition 13 syndrome spread across the nation and, coupled with New Jersey's 5% cap on increases in local government budgets, greatly intensified competition for County tax resources.

Public relations strategy during this difficult period was dictated by frequent hard news breaks and was, of necessity, largely reactive. An active, continuous public information program was carried on and enrollment was growing at a steady pace.

Headcount rose from 7000 in the fall of 1974 to 9300 four years later. The predictions based on the 1974 opinion study were born out by a major shift toward more women and older adults in the student population and an increase in part-time students from 60% to 70%.

With the normalization of internal relationships, the communications effort has been able to concentrate for the past several years on delivery of information to the College's publics to meet the needs of our programs. Specific strategies include:

A continuous flow of information on all the offerings of the College, through news releases and publications.

An annual mailing of brief, basic information on the College and its offerings to every household in Monmouth County.

Use of event-related publicity and feature stories to put a fresh dress on the messages we must continue to repeat... important as the College matures.

Expanded coverage through local radio and cable television to extend audience reach.

Activities involving community and business leaders designed to provide interpretation of management positions, fiscal and educational problems.

The Citizens' Survey

The problem of communicating with the people of Monmouth County has been a significant one for Brookdale. The community is heterogenous with its half million residents in 195,000 households in 53 towns in communities that range from posh shore front enclaves to desperate blighted ghettos and open farm lands. Local media reach less than half of the households and Brookdale rarely has access to New York, Newark and Philadelphia media that penetrate the County heavily.

It was important to learn the current level of knowledge about the College, support for the College programs and public ideas regarding program development in the 1980's. Specifically, the College needed to know the answers to the following questions:

1. Are there differences in knowledge of and support for Brookdale by resident areas? Do people residing nearer the campus have more positive perceptions of the College?

2. Are there differences in knowledge of and support for Brookdale by household income? Does the College receive its greatest support from middle income households?

3. Are there differences in knowledge of and support for Brookdale by such demographic indicators as age, sex and ethnicity? Are ethnic minorities supportive of Brookdale?

4. Are there educational needs which the College has not yet identified?

A survey was mailed to every household in Monmouth County during the Winter 1982 term. A total of 11,435 responses were received. This total constituted 5.9 percent of the surveyed population of 195,320 households. The response was significantly better than the anticipated 3 to 3.5 percent.

The survey respondents were an older population than actually exists in Monmouth County or at Brookdale. This fact is not surprising, given the assumption that the survey would most often be completed by adults.

The following broad observations, relevant to marketing have been made:

1. Consciousness of Brookdale is high. 9 out of 10 respondents had either heard about, attended or used the services of the College and this was true County-wide. The higher the income the higher the percentage of knowledgeable people. Younger respondents are somewhat more aware of the College than older ones, but the difference between the youngest age group and the oldest is only six percentage points. Blacks and Hispanics have a lower awareness than Whites and Asiatics, men lower than women.

2. Brookdale is best known for providing the first two years of a four-year college (65%), but almost as many (55%) know Brookdale as a source of non-credit courses. Younger people are much more inclined to think of Brookdale as the "first two years of college." Conversely, older people are more likely to associate Brookdale with non-credit than are younger, and higher income more likely than lower. The College is less well-known for non-credit offerings among minorities.

3. Of people who have experienced Brookdale, most are satisfied. 86% of the oldest age group and 73% of the youngest expressed satisfaction. Only a very small percentage, 2% to 3%, expressed dissatisfaction. Fairly large percentages of the younger age groups were either neutral or had no opinion. There seems to be no relationship between ethnicity and satisfaction, but women seem to be better satisfied than men and the more affluent better satisfied than the less affluent.

4. Services of the College (other than credit courses) have been used by about seven out of ten respondents. Women are heavier users than men. The most popular use was cultural events with non-credit courses, the library and student trips all included in the top five. Almost one-quarter of the women had used the Women's Center and over one-third of the men used the athletic facilities (possibly inflated). There is a tendency for use

to be somewhat lighter among the youngest age group, the oldest age group and minorities. Use increases as income rises. Cultural events, the Women's Center and athletic facilities are those most heavily used by the higher income groups. Career Services, Testing and Assessment and the LRC are most heavily used by lower income people.

5. People have learned about Brookdale mostly through our mailings. 81% of the women and 75% of the men identified direct mail to their homes as a means of learning about courses, programs, services and facilities of the College. Students and former students are the next most important source of information, followed by other word-of-mouth channels and the newspapers, although newspapers are mentioned only half as frequently as direct mail.

6. Reasons why people have not used the College are almost impossible to get at with this kind of survey. It is not possible for us to do anything about the three most frequently given reasons, "Time," "Money," and "Work," so it makes little difference. One reason given that we might be able to relieve in some way is "Transportation," which was mentioned by only 8% of the sample.

7. Most people have no opinion as to whether Brookdale is meeting the needs of the county adequately; almost 65% had nothing to say on this point. Those who answered are about evenly divided on the question.

Assumptions

Several assumptions have been made which have direct bearing on the kind of marketing program which Brookdale may choose to adopt. The first assumption is that the potential for further open conflict between unions and management of the College has greatly diminished.

Second, the political climate in Monmouth County appears to be quite stable and generally supportive of the College.

Third, financially, the College's position over the next three or four years was judged to be difficult if not precarious. There has been no sign of encouragement that the inflation rate will be more substantially controlled and certainly not reversed. The College must look to increasing costs to provide the same or less service to the community.

There may be no relief coming from State funding. Any substantive change in the State formula and funding levels will not help the College until 1983-84 at the very earliest. Without a change in the State limits, and given proper advance preparation of students and the public, it will be possible to moderately increase tuition by one dollar per credit in 1982-83, 1983-84 and 1984-85.

Fourth, the enrollment picture for the next three years, through the 1984-85 academic year, appeared to be quite healthy. While some reports indicate a long range reduction in numbers of high school graduates, there was no significant reduction in the available pool of traditional full time freshmen until 1983-84. There appears to be a tendency for more high school graduates to defer college entry for one or more years and then enter college, possibly as part time students.

The increase in women and in older students forecast by the College's 1974 opinion research seemed to be more than compensating for the drop in full time students fresh out of high school. This had the effect of increasing part time enrollment vs. full time. Unless something unforseen changes this pattern, the College can expect enrollment will remain fairly stable for the next three years.

There appeared to be a very good possibility that the College will expand its enrollment modestly each of the next three years in terms of numbers of people served.

There was increasing interest internally and some evidence reflected from the community of need for broadened services for the handicapped. While it may well take several years to tool-up to handle significant increased volume from this market segment, it can still add enrollment.

Lastly, based on several surveys (including the one mentioned earlier) conducted by the College's Office of Research, Evaluation and Planning in 1981-82, it was safe to assume that Brookdale is not only well known, but also recognized as an excellent provider of quality educational services. A Fall 1981 survey of guidance counselors of Monmouth County revealed that 95% of the respondents thought Brookdale was doing an excellent job presenting its case to high school students. A Fall 1981 survey of College employees revealed that 90% of the respondents were pleased to be working at Brookdale. A Winter 1982 survey of staff administered through the Educational Testing Service revealed high levels of agreement regarding the College's commitment to meeting its educational mission.

SYSTEMATIC MARKETING AUDIT

The Committee followed Kotler's outline of a suggested systematic marketing audit to carry out an informal self-examination of Brookdale's current marketing efforts. The outline is very comprehensive, requiring that the Committee address forty-five questions. It proved to be a useful exercise in many ways, but it was particularly helpful in focusing attention on the lack of hard factual information to guide Brookdale marketing decisions. Many of the Committee's recommendations for research and data analysis stem from this exercise.

Kotler's outline is reproduced in this appendix in the hope that it can be applied more effectively in ensuing years as Brookdale accumulates more valid market information.

A Systematic Marketing Audit

(as suggested by Philip Kotler)

Part I. The Marketing Environment Review

A. Markets

1. Who are the organization's major markets and publics?
2. What are the major market segments in each market?
3. What are the present and expected future size and the characteristics of each market or market segment?

B. Customers

4. How do the customers and publics feel toward and see the organization?

5. How do customers make their purchase or adoption decisions?
6. What is the present and expected future state of customer needs and satisfaction?

C. Competitors

7. Who are the organization's major competitors?
8. What trends can be forseen in competition?

D. Macroenvironment

9. What are the main relevant developments with respect to demography, economy, technology, government, and culture that will affect the organization's situation?

Part II. The Marketing System Review

A. Objectives

10. What are the organization's long-run and short-run overall objectives and marketing objectives?
11. Are the objectives stated in a clear hierarchical order and in a form that permits planning and measurement of achievement?
12. Are the marketing objectives reasonable for the organization given its competitive position, resources, and opportunities?

B. Program

13. What is the organization's core strategy for achieving its objectives, and is it likely to succeed?
14. Is the organization allocating enough resources (or too many) to accomplish the marketing tasks?
15. Are the marketing resources allocated optimally to the various markets, territories, and products of the organization?

16. Are the marketing resources allocated optimally to the major elements of the marketing mix, i.e. product quality, personal contact, promotion, and distribution?

C. Implementation

17. Does the organization develop an annual marketing plan? Is the planning procedure effective?

18. Does the organization implement control procedure (monthly, quarterly, etc.) to insure that its annual plan objectives are being achieved?

19. Does the organization carry out periodic studies to determine the contribution and effectiveness of various marketing activities?

20. Does the organization have an adequate marketing information system to service the needs of managers for planning and controlling operations in various markets?

D. Organization

21. Does the organization have a high-level marketing officer to analyze plan and implement the marketing work of the organization?

22. Are the other persons directly involved in marketing activity able people? Is there a need for more training, incentives, supervision, or evaluation?

23. Are the marketing responsibilities optimally structured to serve the needs of different marketing activities, products, markets, and territories?

24. Do the organization's personnel understand and practice the marketing concept?

Part III. Detailed Marketing Activity Review

A. Products

25. What are the main products of the organization? What are the generic products?
26. Should any products in the line be phased out?
27. Should any products be added to the line?
28. What is the general state of health of each product and the product mix as a whole?

B. Price

29. To what extent are prices set on cost, demand, and/or competitive criteria?
30. What would the likely response of demand be to higher or lower prices?
31. How do customers psychologically interpret the price level?
32. Does the organization use temporary price promotions, and how effective are they?

C. Distribution

33. Are there alternative methods of distributing the product that would result in more service or less cost?
34. Does the organization render adequate service along with product to its customers?

D. Personal Contact

35. Is the sales force large enough to accomplish the organization's objectives?
36. Is the sales force organized along the proper principles of specialization (territory, market, product)?

37. Does the sales force show high morale, ability and effort? Is it sufficiently trained and motivated?

38. Are the procedures adequate for setting quotas and evaluating performances?

E. Advertising

39. Does the organization adequately state its advertising objectives?

40. Does the organization spend the right amount on advertising?

41. Are the themes and copy effective?

42. Are the media well-chosen?

F. Publicity

43. Does the organization have a carefully formulated program of publicity?

G. Sales Promotion

44. Are sales promotions used by the organization, and are they well-conceived?

APPENDIX C

BROOKDALE'S "PUBLICS"

An essential base for market planning is a clear identification of the groups of people upon whom the enterprise depends for success. Every organization operates in an environment of its "publics." Kotler defines a "public" as a distinct group of people and/or organizations that have an actual or a potential interest in and/or impact on an organization. Using this definition, the Committee developed a working list of Brookdale's nineteen publics:

Students
Former Students
Prospective Students
Families of Students and Prospective Students
Community Service Program Participants
Suppliers of Goods and Services
Faculty of the College
Other Staff
Management (President's Staff)
Board of Trustees
Board of Chosen Freeholders
Regulatory Agencies
Monmouth County Educational Community
Higher Education Community (National)
Mass Media (Local)
Business Community
Political Leaders
Community Leaders
General Public of Monmouth County

Each of the above broad segments can be broken down into a number of components. For example:

Monmouth County Educational Community

Local and Regional School Board Members
Vocational School Board Members
County Superintendent and his Staff
Superintendents of Schools (The Roundtable)
High School Principals
High School Guidance Counselors
High School Teachers (by disciplines)
High School Athletic Coaches

The exercise of identifying components of each of the nineteen "publics" should be carried out in the coming year and each examined critically in the preparation of a revised marketing plan for 1984-85.

Kotler contends that the "publics should be seen as internal publics" and "external publics" and he further breaks down the external publics into Input Publics, Consuming Publics and Agent Publics. He views the enterprise as a resource-conversion machine in which the internal publics... take the resources of the input publics and convert them into useful product for delivery to consuming publics with assistance and cooperation of agent publics.

The "Input Publics" of Brookdale are the groups who provide (or are potential providers) of resources needed to operate the College, or who have direct input to the rules under which we operate.

Board of Chosen Freeholders
Political Leaders
Community Leaders
Former Students
Suppliers of Goods and Services
Higher Education Community
Regulatory Agencies

The "Internal Publics" of Brookdale are those groups whose cooperative effort is needed to convert the resources provided by the "Input Publics" in a useful educational product.

Faculty of the College
Other Staff
Management (President's Staff)
Board of Trustees

The "Consuming Publics" of Brookdale are the direct and indirect consumers of the College product.

Students
Prospective Students
Families of Students and Prospective Students
Community Service Program Participants
Business Community (and other employers)
General Public of Monmouth County

The "Agent Publics" of Brookdale are those groups who make little direct contribution to the enterprise but whose attitudes and activities have a significant impact on the effective delivery of the College product to the "Consuming Publics."

Mass Media
Monmouth County Educational Community

Obviously, the publics are not mutually exclusive nor do they always confine themselves to the functional category in which they have been placed.

Further, it must be recognized that the groups relate not only to Brookdale but to one another in ways that impact on the College. It is this dynamic characteristic of group interaction that can help the College to make substantial strides toward achievement of marketing goals. An easy example is as follows: highly satisfied students have a positive effect on family, friends, prospective students, faculty, employers, political and community leaders, Freeholders and others. Obviously, if a student is highly dissatisfied, his attitude is likely to negatively affect the same groups.

All nineteen of the identified publics are important to Brookdale, but some are more important that others due to the dynamics of group inter-relationships. For instance, while Brookdale should certainly communicate with Freeholders and Political Leaders directly, their actions as "Input Publics" are far more likely to be influenced by attitudes reflected back to them from Brookdale's "Consuming Public" (their constituents) than by anything the College may say to them directly.

APPENDIX D

BROOKDALE'S "MARKETS"

Those "publics" who are consumers or potential consumers of our products are the "markets" for the College.

Five Broad Markets for Brookdale's products:

1. Present Students
2. Prospective Students
3. Community Service Program Participants
4. Business Community (and other employers)
5. General Public of Monmouth County

Each market consists of numerous segments. A segment is any sub-group that can be clearly identified as having distinct demographic and/or behavioral characteristics. Segments are normally identified by studying the broad market and grouping people who have like or similar characteristics... generally based on careful statistical analysis and behavioral research.

It is dangerous to base market segmentation on assumptions alone, but it is often possible to short-cut the process by starting with a limited number of "common sense" segments that can be examined in an assumed order of priority. A comprehensive segmentation study is included in the Committee's recommendations to be completed by June 1983. This will assure that the groupings are proper, that segments have not been overlooked and will give us useful information on market behavior of our prime consumers.

Below is a working list of "common sense" segments for two of our broad markets:

Present Students

a. Full-Time
b. Part-Time (6-12 credits)
c. Part-Time (3-6 credits)
d. Evening and Weekend
e. Fall Term

f. Winter Term
g. Spring Term
h. Summer Term
i. Off-Campus Credit Courses
j. GED and other non-credit at Learning Centers

Prospective Students

a. In-School Youth
b. Recent High School Graduates
c. High School Drop-outs
d. Students of Other Colleges - Away from Home
e. Students of Other Colleges - Commuters
f. Returning Women
g. Mid-career Men
h. Senior Citizens
i. Minorities
j. Disadvantaged
k. Handicapped
l. Commuters

PRODUCT LINES

Markets may be profitably examined by products. Who buys each? Who buys most intensively? What are their behavioral characteristics. Who is our competition?

1. Credit Courses

   *Degree Programs...Transfer
   *Degree Programs...Occupational
   *Credit Courses for Special Students

2. Community Services

   *Non-credit courses
   *GED/ABE, Refugee/ESL
   *Women's Center
   *Holocaust Center
   *Cultural Programs and Public Events
   *Childhood Education Learning Lab (Day Care Center)
   *Education Exchange Center (EEC)

3. Community Use of Facilities

4. Career Center

   *Career Clinic
   *Small Business Services (S.B.D.C., S.B.I.)
   *Job Placement
   *SCORE
   *Co-op
   *Testing
   *CVIS and career information

5. Student Activities and Athletics

6. Media Services

   *WBJB
   *Line Out

7. Computer services to other organizations

8. Brookdale Foundation Trust (Scholarship and other fund raising)

9. Alumni Services

APPENDIX F

SITUATION ANALYSIS

The development of marketing strategies within any organization depends on a clear understanding and evaluation of the existing market situation. Situation analysis can reveal major practices, problems, and opportunities facing an organization and serve as a basis for more effective planning. The first task in this process is to establish the status of three significant factors -- markets, consumers, and competitors. Brookdale currently lacks much basic, reliable market information and the Committee identifies the most urgently needed information in the Recommendations section of this report. The following situation analysis attempts to organize and consolidate the research and information already available on Brookdale Community College markets, consumers, and competitors.

Market

1. Market Share

a. % of County Residents	In 1981, 2.31 percent of the County population enrolled at Brookdale. The New Jersey State average was 1.9 percent. In 1980, of all the County residents attending College in New Jersey on a full time basis, 32.9 percent selected Brookdale; 75.9 percent of County residents attending part time selected Brookdale.
b. % of High School Graduates	Since 1975, the percent of County graduates enrolling at Brookdale has been around 15 percent. Of the high school graduates going on to College, 24 percent enrolled at the College. These percentages represent 1329 high school graduates in 1980.
c. Market Attitudes	The 1982 Citizens' Survey indicated that 90% of the County knew about Brookdale and 97% expressed satisfaction with the College's services.

3.	Market Geography	In Fall 1981, more than 3348 off-campus students generated 10,202 credit hours at 16 sites.
4.	Market Trends	
	a. Decline in High School Graduates	It is estimated that the number of graduates of Monmouth County High Schools will decline by 15.5 percent from 7,100 in 1981 to 6,000 in Fall 1985.
	b. Ethnicity	The percentage of Black, Hispanic and Asian enrollments is expected to remain at 13.4 percent of the total College enrollment through 1985.
	c. Age	The percentage of students over 22 is expected to remain at about 60 percent through 1985.
	d. Part-Time	The percentage of part-time students is expected to remain at about 70% through 1985.
	e. Tuition	Tuition for County residents has increased from $13.50 per credit hour in 1969 to $23.00 per credit hour in 1982. The current State maximum per credit hour is $25.00.
	f. Financial Aid	In 1981-82, 2240 students received $2,566,595 in student assistance. The impact of proposed changes in Federal financial assistance criteria and grants has yet to be determined.
	g. Decreased State Revenue	The portion of State aid to community colleges has steadily declined. There was no increase in State aid to colleges for FY1983.

Student Consumers

1.	Enrollment	The total College enrollment for Fall 1981 was 11,719. Non-credit enrollments in 1981-82 totalled around 10,000.
2.	Curriculum Preferences	Enrollment in career programs comprised 51 percent of the total in Fall 1981.
3.	Fall to Winter Attrition	Winter enrollments have, since the beginning of the College, comprised around 91.5 percent of Fall enrollment.

4. Student Attitudes

The Winter 1981 Attitude Survey results indicated that almost 90 percent of enrolled students have expressed satisfaction with Brookdale.

5. Continuation Survey

The 1980 Continuation Survey indicated that 70 percent of the students who did not return to Brookdale are employed.

6. 9-Month Graduate Survey

The 1980 Graduate Survey revealed 44 percent employed full time, 75 percent of whom feel that Brookdale's preparation was necessary for them to secure their current job. 52 percent were continuing their studies.

7. Developmental Studies

In Fall 1981, approximately one-third of the students taking the Basic Skills tests in Reading and Writing were found to need remedial work. Almost half needed remedial Math.

8. Student Success in Courses

In Fall 1981, 60.5 percent of the students completed their courses.

Competition

1. Other Colleges

In Fall 1980, the distribution of first-time full time Monmouth residents was as follows: Brookdale, 1479; Rutgers, 355; Monmouth, 159; Trenton State, 136; Montclair State, 130; Stockton State, 90; Glassboro State, 84; Seton Hall, 83; Kean, 61; and Rider, 54.

2. Price (1981-82 Average Annual Tuition and Fees)

Brookdale	$610.00
Mercer	640.00
Middlesex	680.00
Ocean	690.00
Rutgers	1312.00
Trenton	1031.00
Montclair	1058.00
Stockton	1065.00
Glassboro	1038.00
Seton Hall	3885.00
Monmouth	4580.00
Kean	1020.00
Rider	3600.00

APPENDIX G

MARKETING CREDIT COURSES AND PROGRAMS

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
I. Programs For All Potential Students				
A. Past and Current Activities				
1. Annual August Open House				
2. Monmouth County Fair				
3. Visits to Shopping Malls				
4. Distribution Of Promotional Materials To Monmouth County Libraries				
5. Distribution Of Promotional Materials To Banks, Physicians, Dentists, Hospitals, (for waiting rooms)				
6. Monthly Tours Of Campus				
7. Radio Advertisements				
8. Newspaper Advertisements				
9. Tours For Community Groups				
10. Direct Mail				
a. County-wide Mailing Of Schedule Of Classes				
b. Mailer To Prior Students Not Enrolled In Current Term				
c. Mailer To Potential Students Who Visited Our Open House				
d. Mailer To Students Who Do Not Plan To Attend Next Long Term				
B. Future Programs/Activities				
1. Promotional Materials Present Whenever Outside Groups Come To Campus				
2. Production Of Printed Promotional Materials				
* Program Brochures				
* View Book				
* Special Topic Brochures				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
3. Production Of Video Tape Cassettes Describing The College And Its Programs				
4. Change Academic Program Names To More "Consumer Oriented" (recognizable) Titles				
5. Rewrite Catalog And Course Descriptions To Be More Consumer Oriented (Remove Jargon)				
6. "Contemporary Issues Forum" Comprised Of Panel Discussions With Faculty And Outside Speakers				
7. Establish A Computerized Inquiry File Of All Individuals Who Make Contact With The College				
8. Schedule An Information Session For Religious Leaders				
9. Establish A Display At The Monmouth Museum				
10. Produce Posters With Postage-paid Return Postcards For Distribution To High Schools, Military Bases, Health Clubs, Supermarkets, Religious Institutions, Public Transportation Stations, Hospitals, Doctor's Offices, And Other Areas Where People Tend To Congregate				
11. Re-establish Our Speaker's Bureau				
12. Do A Feasibility Study On Establishing A Telephone Information "Hot-Line." By Dialing Different Numbers, People Can Get Tape-Recorded Messages Describing Brookdale's Academic Programs, Cultural Events, And General Services				
13. Schedule An Information Session For Parents Of New Students				
II. <u>In-School Youth</u>				
A. Past and Current Activities/Programs				
1. High School Visits (In 1980-81 We Visited The 30 Public & Private High Schools. We Met With 1,300 Seniors & 189 Juniors).				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
2. Ongoing Distribution Of Printed Promotional Materials To High Schools				
3. Fast Start Program Promotion				
4. Participation In High School College Nights				
5. Participation In Brookdale's Career Fair				
6. Member Of Monmouth County Guidance Director's Association				
7. Host Guidance Counselor's Day At Brookdale				
8. Invite High School Students For Tour Of Campus (This Year Seven High School's Came To Campus, 56 Juniors and 83 Seniors).				
9. November Open House For High School Students And Their Families				
10. Mailing To High School Students Who Took S.A.T. (College Search Tape)				
11. Hiring Of High School Guidance Counselors To Serve As Part-Time Student Development Specialists				
12. Sponsor Summer Sports Camp				
B. Future Activities				
1. Utilizing Data From College Serach Tapes And Information From Individual High Schools, Invite High School Students To Meet With Brookdale Teams To Discuss Specific Academic Programs At Brookdale And The Careers Related To Those Programs				
2. Develop More Contact Between Brookdale Faculty And High School Faculty In Related Subject Areas. This Will Encourage High School Teacher Student Referrals, As Well As Providing Our Faculty With More Opportunities To Meet With High School Classes				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
3. Duncan Circle And Harvey Schmelter Have Developed A Number Of Joint Grants With High Schools. This Work Should Be Continued.				
4. Establish A Tutoring Service For High School Students Utilizing Outstanding Brookdale Students.				
II. Recent High School Graduates				
A. Past and Current Activities/Programs				
1. Mailing To High School Graduates Who Took The S.A.T. Two Years Ago (Encourage Short Term Attendance and Reverse Transfer).				
B. Future Activities				
1. Schedule A Summer Information Session For Students Interested In "Reverse Transfer" (Advertised With Other Sessions In Our August Mailing Of Schedule To All County Residents).				
IV. High School Dropouts/G.E.D.				
A. Past and Current Activities/Programs				
1. In 1981-82 We Visited 5 Of The 14 County Evening High School G.E.D. Programs				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
2. Congratulatory Letters Sent To Long Branch & Freehold Leraning Centers G.E.D. Graduates, Informing Them Of Associate Degree Opportunities Through Brookdale.				
B. Future Activities/Programs				
1. Visit All 14 County High School G.E.D. Programs Each Year				
2. Distribute Questionnaires To G.E.D. Students At Long Branch and 14 County High School G.E.D. Programs To Ascertain Their Career Aspirations. If it Coincides With A BCC Career Program, The Student Receives An Invitation To Meet With Team Members And Student Development Specialists. If Undecided On Major Or Higher Education, The Student Is Invited To Meet With A Student Development Specialist.				
3. Establish A Schedule Of Visits To Long Branch & Freehold So That All Students Receive An Information Session About Brookdale				
4. Schedule A "Brookdale Information Session" At Long Branch & Freehold To Which Current G.E.D. Students Can Invite Friends And Relatives Who Are Interested In Brookdale's Credit And Non-Credit Programs.				
V. Reverse Transfer/Students Attending Other Colleges				
A. Past and Current Activities/Programs				
1. Mail Letter To Students Who Took S.A.T. Two Years Ago, Providing Information About Our Summer Sessions.				
B. Future Activities /Programs				
1. In March And April, Run Prominent Newspaper Advertisements Directed To Parents Of Students Attending Colleges Outside Of The County. Stress Summer Session, Ease Of Admission, Transferability Of Credit And Low Cost Of Tuition.				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
2. Develop A Brochure For Parents Presenting Information Similar To The Newspaper Ad Described in B1. The Brochure Should Be Included In The "Brookdale Information Packet" To Be Distributed In All Non-Credit Classes.				
VI. Returning Women				
A. Past and Current Activities/Programs				
1. Provide Applications, Promotional Materials, And Speakers For Women's Programs Sponsored By The Women's Center And Student Development				
2. Establishment Of "Active Women Are Returning To Education" program (AWARE) Under The Coordination Of Duncan Circle. AWARE Is An Umbrella Name For A Wide Range Of Services And Activities Available To Women Students. Examples Include Special Non-Credit Groups Led By SDS, The Women's Center, Brookdale's Women's Club, General Information Sessions For Potential Students, HUD 107, "Introduction To Personal Growth," as Well As Standard Admissions And Financial Aid Services.				
3. With A Vocational Educational Grant, Existing Services Were Enhanced To Establish A Program To Encourage Women To Consider "Non-Traditional Careers"				
4. Participation In The Women's Federal Employment Program At Fort Monmouth				
5. Development And Distribution Of Brochures For Potential Women Students				
6. Hold a Women's Day Program for potential students				
B. Future Activities/Programs				
1. Expand The Focus Of Our Program To More Effectively Reach "Underemployed"				
2. Provide More Support (Use Of Existing Personnel From Other Operations) To The				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
3. Offer Information Sessions To Women's Groups (Social, Civis, Business, And Religious Organizations)				
II. Mid-Career Men and Women (And People In Need Of Retraining				
A. Present and Current Activities/Programs				
1. Monmouth County Visits To CECOM (Communications And Electronics Command)				
2. Career Services Career Seminars				
3. Provide Career Counseling For Companies Closing Or Laying Off Employees (e.g. Career Services Work With Lily Tulip)				
4. Coordinate Services With CETA				
5. Career Clinic				
B. Future Activities/Programs				
1. Sponsor A Major Conference On "Mid-Career Problems/Decisions," Bringing In A Prominent Outside Speaker With Crowd-Drawing Potential. Following The Address, The Audience Would Break Down Into Smaller Groups Led By Student Development Specialists And Career Services. In Addition, Faculty And Admissions Would Be Available In A "Fair" Type Setting To Provide Information On Specific Brookdale Career Programs And Courses. This Conference Would Be Aggressively Advertised And Require Telephone Or Postcard Registration For All Participants.				
2. More Complete Information Needs To Be Gathered Where Jobs Are In Monmouth County And New Jersey, And How Specific Promising Careers Relate To Our Academic Programs. This Information Should Be Used In A Variety Of Ways. It Could Be Presented In The Program Mentioned Above. It Should Be Used In Most Recruiting Efforts.				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
I. Senior Citizens				
A. Present and Current Activities/Programs				
1. Senior Citizen Tuition Waiver For Adults				
2. SAGE Club				
3. Information Programs For Older Adults				
4. Coordination With SCORE				
5. Development And Distribution Of Brochures Inviting Older Adults To Study at Brookdale				
6. Liaison With Monmouth County Office Of The Aging				
7. Visits To Senior Citizen Programs, Nutrition Sites, Housing, And Adult Condominiums				
B. Future Activities/Programs				
1. Greater Utilization Of Cable TV For Both Programs Geared To The Interests Of Adults (A Brookdale Version Of PBS's "Over Easy") And For Offering More Credit Courses That Can Be Taken At Home				
2. Offer Courses At Senior Citizen Sites				
3. Offer Pre-retirement Information Programs Given At Business Sites				
4. Obtain Mailing Lists From All Social And Service Organizations For Older Adults. Utilize This List For A Brookdale Newsletter Written For Older Adults.				
. Minorities				
A. Present and Current Activities/Programs				
1. Liaison To Black And Hispanic Organizations				
2. Participation In Special Programs (Ebony Day, Hispanic Night At Long Branch Learning Center, Hispanic Fraternity Summer Fair, Black History Day. Hispanic Day).				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
3. Provide Promotional Materials To Our Extension Sites in Freehold And Long Branch.				
4. Translation Of Selected Admissions Materials Into Spanish (e.g. Distribution Of 5,000 Copies Of Spanish Version Of "Brookdale Briefly" To Hispanic Clergyman).				
B. Future Activities/Programs				
1. Work With Financial Aid And The Foundation Trust To Establish More Scholarships For Minority Students				
2. Further Translation Of Promotional Materials Into Spanish				
3. Greater Coordination With Minority Organizations So That Speakers Could Be Provided For Their Programs And To Encourage Their Referral Of Minority Students				
4. Greater Coordination Between Admissions Office And Minority Faculty And Staff				
X. Disadvantaged				
A. Present and Current Activities/Programs				
1. Admissions/EOF Coordination Of Recruitment Programs				
2. Admissions/Financial Aid Coordination				
B. Future Activities/Programs				
1. Increase The Course Offerings And Services Offered At Selected Extension Sites (e.g. Sponsor A Workshop On Nutrition)				
2. Establish An Application Fee Waiver Process				
3. Sponsor An Information Session For County Social Service Professionals To Encourage Referrals To Potential Students				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
4. Send Promotional Materials To Social Service Agencies				
5. Provide Articles About Brookdale To The Monmouth County Office For Social Services Newsletter And Other Similar Publications				
6. Make Recruitment Presentations At Community Agencies (e.g. Checkmate, Inc.)				
7. Have The Brookdale Summer Camp Staff Investigate The Feasibility Of Providing "Camp Scholarships" For Needy Individuals				
XI. Handicapped				
A. Present and Current Activities/Programs				
1. Coordination With The Task Force On The Handicapped				
2. Distribute Handbook For The Handicapped To Potential Students				
3. Career Services Programs				
4. Provide Funding For Readers, Writers, Signers, And Tutors				
5. Participation in "Awareness Day"				
6. Mailing Of Brochure On Services For The Handicapped At Brookdale				
B. Future Activities/Programs				
1. Obtain Funding For Support Services. Once Such Services Are In Place, Future Recruitment Activities Should Be Planned				
XII. Military				
A. Present and Current Activities/Programs				
1. On-site Registration At Fort Monmouth				
2. Extension Sites At Fort Monmouth And Fort Dix				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
3. Participation In Serviceman's Opportunity College				
4. Participation With Rutgers In ROTC				
5. Information Booth At Army Education Center, Fort Monmouth				
6. Information Booth At CECOM				
7. Visits To Earle Naval Station				
8. Brookdale Tours For Navy Personnel				
9. Development Of A Transfer Guide For The Evaluation Of Military Experiences For Credit				
B. Future Activities/Programs				
1. Offer More Courses And Services At Fort Monmouth Extension Site				
2. Advertise Brookdale's Participation In ROTC				
XIII. Veterans				
A. Present and Current Activities/Programs				
1. Mailing To Recently Released Service Members				
2. Development And Distribution Of Brochures With Reply Post Cards				
B. Future Activities/Programs				
1. With The Elimination Of The Veterans Coordinator Administrative Line, Admissions Will Attempt To Maintain Outreach Activites				
XIIII Social Organizations				
A. Present and Current Activities/Programs				
1. Provide Speakers For Social Organization Programs				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
B. Future Activities/Programs				
1. Re-establish The Speaker's Bureau And Invite All Social Organizations In The County To Make Use Of The Free Service				
2. Mail Information Packets To Organizations Including General Information As Well As Services Such As The Career Clinic And Women's Center				
3. Encourage Organizations To Hold Meetings On Our Campus				
XV. Business and Industries				
A. Present and Current Activities/Programs				
1. Set Up Lunch-Time Information Booth At Industrial Sites				
2. Coordination With MODC				
3. Sponsorship Of SCORE				
4. Brookdale Advisory Committees				
5. COCO Program				
6. Program Organized By Our Co-op And Placement People				
7. Mailing Of Promotional Materials To Travel Agencies And Other Business Sites				
B. Future Activities/Programs				
1. Work Closely with Norma Klein, Providing Admissions Support When Appropriate				
2. Encourage Businesses And Professional Associations To Use Our Campus For Meetings				
3. Continue The Expansion of COCO				
4. Tailor Non-credit Courses And Seminars For Businesses				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
5. Have A Mailing To Local Businesses And Industries, Offering A Range Of Admissions, Community Services, And Extension Services Programs				
XVI. Community Services Program Participants				
A. Present and Current Activities/Programs				
1. Information On Credit Courses Is Distributed At Community Services And The Women's Center				
B. Future Activities/Programs				
1. An "Information Packet" Including Material On Credit Courses And Programs, Admissions, Financial Aid, And Other Services, Is Developed And Distributed To All Participants In Non-credit Courses				
2. A Display Or Information Booth Is Set Up When Community Services (Or Performing Arts) Has Functions With Large Numbers Of People				
3. Establish A Computerized Community Services Record System. This Could Be Used As A Basis For Mailings Based On Participants Areas Of Interest And To Track Students From Non-credit To Credit				
XVII. Alumni				
A. Past and Current Activities/Programs				
1. Programs Implemented By The Alumni Association				
B. Future Activities/Programs				
1. Utilize The Alumni Association As An Advisory For Marketing Activities				
2. Provide A System In Which Alumni Can Refer Potential Students To The Admissions Office				

	1982-83		1983-84	
	June / Dec	Dec / June	June / Dec	Dec / June
3. Establish A Training Program For Alumni Who Would Like To Participate In Appropriate Recruitment Activities (e.g. Mall Visits)				

APPENDIX H

Note: This proposal was submitted to Monmouth County Private Industry Council in July. Due to organizational problems, no action has been taken by PIC to implement the project...but it will be pursued in Fall 1982.

PLAN FOR A JOINT STUDY PROJECT BY PIC AND BROOKDALE COMMUNITY COLLEGE

"EMPLOYER EXPECTATIONS OF EDUCATION AND JOB TRAINING IN MONMOUTH"

General Purpose: Establish benchmark information and a monitoring mechanism that will enable PIC and the educational resources of Monmouth County to become more responsive to the needs of local employers.

Objectives: 1) To obtain an unbiased measurement of the attitudes toward PIC and the principal secondary and post-secondary educational resources of the area held by those who make or influence hiring and promotion decisions.

2) To provide a factual basis for projecting the needs of Monmouth County employers over the next 5-10 years for personnel trained in specific skills.

Method: Conduct a three-part personal interview survey of Shore Area employers under the banner of the Monmouth-Ocean Development Council in conjunction with the Monmouth County Private Industry Council and Brookdale Community College.

Part I. Depth interviews with management (CEO's or GM's) of the fifty largest employers. Interview emphasis will be on attitudes toward local education, evaluation of our educational institutions and forecast of changes that can be anticipated in business that will affect future hiring.

Part II. Focus group interviews with four or five groups of eight to ten personnel directors each representing the employers interviewed in Part I. Interview outline would concentrate on specific skill needs, expectations of education in future, trends in the employment of handicapped, minorities, women, etc.

Part III. One hundred completed telephone interviews with a random sample of proprietors of smaller businesses using structured questionnaire dealing with both qualitative and quantitative material.

Survey Instruments: Two different but related questionnaires will be used, one for Part I and another for Part III of the study. A discussion leader's outline will be provided to guide the focus group interviews.

Interviewers: All interviews will be conducted during the business day by carefully selected and trained college faculty. Training will concentrate on minimizing bias. All interviews, both personal and telephone, will be by appointment...and call backs will be made until each interview is completed with the selected person. Telephone interviews will be made from a central location at Brookdale. Verification calls will be made to between 10% and 20% of the respondents.

Focus group interviews will be conducted at the offices of one of the larger employers under the direction of a trained peer professional.

Time Table: 1) Start-up -- Will include development and field testing of survey instruments, sample selection and identification by name and title of persons to be interviewed. (15 working days)

2) Field Work -- Four interviewers will average five completed personal interviews or twenty telephone interviews per day. Focus group interviews are to run simultaneously. (10 - 15 working days)

3) Editing, coding, key-punching, tabulating -- (10 working days)

4) Typing, Analysis and Report Writing -- (15 working days)

Total time -- 55 working days

If start-up were to be around August 1st, field work would probably be completed by mid-September and the final report ready by mid to late October.

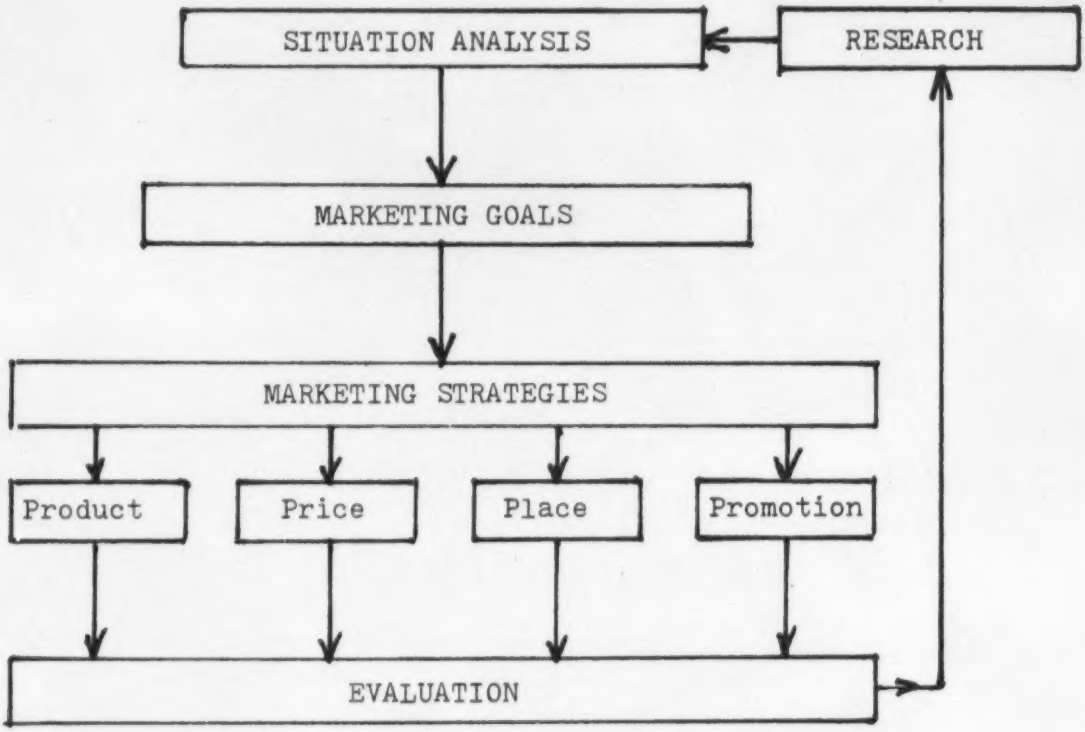
Budget:

Questionnaire Development and Field Testing	$ 400
Sample Design and Selection	800
Hiring & Training Interviewers	100
Field Work	
Personal Interviews & Focus Groups (300 hrs. X $10)	3000
Telephone Interviews (100 @ $15)	1500
Verification	100
Editing & Coding	250
Key Punching	200
Programming and Tabulation	400
Analysis & Report Writing	500
Total (including 10% contingency)	$8000

APPENDIX I

A MARKETING PROCESS FOR BROOKDALE

(to be applied to each of the identified products of the college)



Research, Analysis and Goal Setting

In the research step, the beginning of the process, necessary information on product and market is gathered from a wide variety of sources. This is combined and organized in a meaningful way in the Situation Analysis to provide information to guide the decision makers in establishing Marketing Goals for each product.

Marketing Strategies and Activities

Research and the agreed-upon Marketing Goals provide the basis for developing Marketing Strategies and the Activities through which they will be implemented. The Strategies are made up of various configurations...the most widely used being product, place, price and promotion.

Product	Courses, programs, people, services and facilities offered by the College that are purchased by and benefit the consumer.
Place	Location, time, and type of instruction or other offerings made available and accessible to consumers.
Price	Consumer investments of money, effort and time in exchange for a College product.
Promotion	Communications designed to provide adequate information upon which consumers can make informed decisions about College products.

The Strategies organization provides the framework for the development of specific Marketing Activities. For each activity, a separate worksheet must be developed. This would indicate the target population, the need, the goal, the activity outlined in detail, the completion date, the office responsible, a plan of action together with deadlines, success indicators and the cost both in dollars and personnel. (See sample attached.)

These would be ranked or grouped in priorities by the Marketing Control Board so that efforts of all appropriate units could concentrate on these activities with the highest priorities.

The specific marketing activities must be integrated into the ongoing activities of the entire College. All units and divisions have some impact and responsibility for various aspects of marketing. They would carry these out as part of their usual functions with awareness of the marketing-related aspects of these activities. The budget planning cycle is the annual time that each area would be considering these.

Broad College Involvement

In order to obtain College-wide input and awareness, special efforts will be made to involve the entire College community in the development of Marketing Activities. The Stall, the Student Newspaper and the Communicator, the College Newsletter, will be encouraged to publish articles reporting on the progress of the Marketing Committee. All College personnel will be invited to a special meeting of the College Senate at which the members of the Marketing Committee will discuss the Marketing Process and analyze the developing Marketing Strategies. The staff development committees will be asked to each focus on the staff role in marketing as a topic in 1982-83.

Evaluation

Each Activity plan will include success indicators. These indicators function as criteria for evaluating the activities and provide feedback to Research for possible revision of Goals and Strategies on an ongoing basis.

BROOKDALE MARKETING ACTIVITIES

Target Population	— Recruitment — Retention
Need	
Goal	
Activity(ies)	
Completion Date	Office Responsible
Plan of Action	Deadlines
Success Indicators	
Cost	

APPENDIX J

TIME TABLE

To be effective, marketing strategies and activities must be an integral part of the management process of the College. The recommendations included in this Plan have been submitted to the President for review by and assignment of responsibility. These proposals constitute the Marketing Plan which will be distributed to members of the Board of Trustees, all administrators, full-time faculty and representatives of the students and classified staff. Evaluation will continue throughout the coming year with status reports of achievements published each semester. The following schedule specifies proposed deadlines for implementation:

Submission of Marketing Report to the President and distribution of draft to the community.	9/9/82
Response and Comments from community to the President	9/23/82
Approval by the President	9/30/82
Printing of Marketing Plan	10/14/82
Discussion at College Senate	10/21/82
Information Item to Board of Trustees	10/20/82
Distribution to College Community	10/24/82
Fall Semester Status Report	12/12/82
Spring Semester Status Report	5/5/83

1982 MARKETING COMMITTEE

Charge

The charge to the Marketing Committee, delivered by President Barringer, was to perform three functions.

1. Develop a comprehensive marketing plan which would focus on our product, promotion and distribution.
2. Act as a clearing house, a communication network on the campus which would generate publicity.
3. Establish a calendar of promotional activities.

Membership

Philip Carling
Duncan Circle, Chairperson
Michael Fowler
Barbara Goldstein
Barbara Goroway
Joan Longo
Paul MacLaughlin
Raymond Minchew
Jeremiah Ryan
Steven Seligman
Philip Smith
Michael Townes
Timothy Weaver

Subcommittees

Subcommittee on Internal Activity Clearing House

Raymond Minchew
Barbara Goroway
Michael Townes
Philip Smith

* Develop Guidelines for Sharing Information
* Develop list of past activities
* Suggest future activities

Subcommittee on Off-Campus Activity Coordination

Timothy Weaver
Joan Longo
Paul MacLaughlin
Barbara Goldstein

* Same as above

Subcommittee on Comprehensive Marketing Plan

Philip Carling
Michael Fowler
Duncan Circle
Jeremiah Ryan
Barbara Goroway

* Prepare draft of Plan

Schedule of Meetings

1982

February 17	Committee Meeting
March 3	Committee Meeting
March 23	Committee Meeting
April 14	Committee Meeting
April 28	Committee Meeting
May 26	Draft Subcommittee Meeting
June 2	Committee Meeting
June 23	Draft Subcommittee Meeting
July 29	Draft Subcommittee Meeting
August 17	Draft Subcommittee Meeting
August 26	Draft Subcommittee Meeting
September 1	Draft Subcommittee Meeting
September 9	Draft Subcommittee Meeting
September 24	Committee Meeting

ERIC Clearinghouse for Junior Colleges
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University of California
Los Angeles, California 90024

FEB 4 1983